



California High School Exit Examination

Reporting CAHSEE Results for the 2001–02 School Year to Parents/Guardians

Assistance Packet for Districts/Schools

prepared by the
Standards and Assessment Division
California Department of Education

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Reporting the 2001–02 CAHSEE Results to Parents/Guardians

The *Reporting CAHSEE Results for the 2001–02 School Year to Parents/Guardians: Assistance Packet for Districts/Schools* is designed to assist schools and districts in their efforts to respond to questions and concerns of parents/guardians of the students who took the CAHSEE in 2001–02. The material included in this packet also may be helpful in preparing presentations and other communication activities for parents/guardians of students who are scheduled to take the CAHSEE in 2002–03 and/or in future years.

This packet provides a brief description of the testing program in a question and answer format, a factsheet for parents/guardians of students with IEP or section 504 Plans, sample CAHSEE Student and Parent Reports, an explanation of the 2001–02 report, a sample principal's letter, and transparency masters for presentations.

It is hoped that materials in this packet will assist in local, regional, and state efforts to help parents/guardians become better informed and involved in their student's academic achievement. This information should be shared with district and school representatives who work with parents/guardians, students, and community leaders.

Another publication scheduled for distribution in June, *CAHSEE 2002–03 Notification to Parents: Assistance Packet for Districts and Schools*, will include information and sample materials for notifying parents about the test administrations in the 2002–03 school year. The law requires that students and their parents or guardians receive written notice about the CAHSEE at the beginning of the ninth grade and annually thereafter, or at the time a student transfers into a school (Education Code Section 60851).

Parent/Guardian Information

Schools and/or districts need to provide a variety of opportunities for sharing information with parents/guardians. Some suggested activities include:

- Provide information about CAHSEE in back-to-school packets sent to parents/guardians prior to or after the opening of school (Annual notification to parents about the CAHSEE is a legal requirement for districts).
- Schedule presentations about the 2001–02 CAHSEE results at back-to-school nights or other planned information sessions in the fall. Include information about the 2002–03 administration of the CAHSEE in addition to 2001–02 results.
- Work with parent/guardian leaders to offer neighborhood meetings to provide information and answer parent/guardian questions and concerns.



- Refer parents/guardians to released questions from the 2001–02 CAHSEE in English-language arts and mathematics when they become available at <http://www.cde.ca.gov/statetests/cahsee/> on the Internet.
- Have school counselors provide ongoing information about the CAHSEE in their newsletters and/or information packets.

Immediate Assistance for Parents/Guardians

The process for reporting individual student results after each administration of the CAHSEE suggests the need for setting up ways that parents/guardians can receive some immediate information and/or assistance. Suggested activities may include:

- Schedule staff members and/or district representatives to be on hand at school sites or at a central district location for 2–3 days after student and parent reports are distributed to answer parent/guardian questions and concerns. Notify parents/guardians of the time and location for this assistance prior to the distribution of results and in the cover letter that goes with the report.
- Set up a CAHSEE Information Hotline that parents/guardians can call to ask questions about their student's results. Advertise the hotline through the newspaper and other available means.
- Provide translations of student results in the home languages of parents/guardians when possible. When translations are not possible, notify parents/guardians when, where, and how language assistance is available. Translations of the questions and answers for parents/guardians, sample student and parent report, and presentation masters for this assistance packet will be posted on the Internet as soon as they are completed.

Student Communication

A primary purpose of individual student results is to provide information to parents/guardians about their student's academic progress. Students also want feedback about their results as soon as possible. Suggested activities may include:

- Encourage parents/guardians to discuss the results with their students.
- Schedule student information sessions after annual state, county, and school results are posted on the Internet in the fall to share school results and to answer questions about the meaning of these results and their uses.
- Make sure student leaders are informed about how and when test results are to be reported and what they mean.
- Prepare factsheets about the CAHSEE for student newspapers.



Employee Information about the CAHSEE

District and school employees are key to the success of any communications effort. Parents/guardians and community members turn to school employees for answers to their questions or concerns about education. Activities to prepare employees for their role as key communicators may include:

- Schedule information sessions to prepare all employees (classified and certificated) to answer general questions about the CAHSEE and to explain when, where, and how parents/guardians can receive information and assistance.
- Provide employees with the written information that parents/guardians receive (e.g., questions and answers for parents/guardians and a sample student and parent report explaining the results).
- Explain to employees when and what aggregate results will be placed on the Internet to prepare them for questions they may receive from parents/guardians and other community members.

A Plan for Success

It is important that results of the CAHSEE are seen as a tool for identifying what students have learned and what they still need to know to be successful. School staffs should share with parents and students how results will be used to increase the achievement of individual students and to determine specifically what needs to be incorporated into the instructional program to ensure that all students meet this new graduation requirement. Parents/guardians also need to understand that the CAHSEE does not replace other graduation requirements and coursework that students must complete to receive a diploma.



Section I

**Reporting the 2001–02 CAHSEE Results
Questions and Answers for Parents/Guardians**

**Facts about the California High School Exit
Examination (CAHSEE)**

Accommodations and Modifications for the CAHSEE



Reporting the 2001–02 CAHSEE Results

Questions and Answers for Parents/Guardians

What is the California High School Exit Examination (CAHSEE)?

State law passed in 1999 (Education Code sections 60850 and 60851), authorized the development of the California High School Exit Examination (CAHSEE). Students in California public schools must pass the CAHSEE to receive a high school diploma, beginning with the graduating class of 2004.

What is the purpose of the CAHSEE?

The purpose of the CAHSEE is to improve student achievement in high school and ensure that students who graduate from high school can demonstrate competency in the content standards for English-language arts and mathematics, adopted by the State Board of Education.

Who took the CAHSEE in spring 2002?

In spring 2002, students in grade 10, who did not take the exam in 2001, or took it but did not pass one or both parts, participated in the second administration of the CAHSEE.

Did English learners take the CAHSEE?

Yes; however, a district may defer the requirement that an English Learner pass the CAHSEE for up to 24 calendar months of enrollment in a California public school, if it is determined that the student does not have sufficient skills in English to pass the test. The student must complete six months of reading, writing, and comprehension in English during that period (Education Code Section 60852).

Did students with disabilities take the CAHSEE?

Yes. Students with disabilities must be allowed to take the CAHSEE with accommodations or modifications as specified in their Individual Education Program (IEP) or section 504 Plan. For more information about students using accommodations or modifications, see pages 8–11.

What does the CAHSEE cover?

The CAHSEE is divided into two parts: English-language arts and mathematics. The questions address state content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, felt students should master to graduate from high school. The identified standards also went through public review and hearings and additional content and technical reviews before approval by the State Board of Education.

What does the English-language arts part of the test cover?

The English-language arts part of the CAHSEE addresses state content standards through grade 10. It consists of multiple-choice questions and two writing tasks. The reading part of the exam covers vocabulary, informational reading, and literary reading. This section includes 50% literary texts and 50% informational texts. The texts are grade-appropriate and accessible to students in grade 10 who perform at a basic level.

The writing section covers writing strategies, applications, and conventions. In addition to the multiple-choice questions, there is one written response to literature or an informational passage and another written response to a writing task.

What does the mathematics part of the test cover?

The mathematics part of the CAHSEE addresses the state content standards through algebra 1. The mathematics exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra 1. Students also are asked to demonstrate a strong foundation in arithmetic, including working with decimals, fractions, and percents. The mathematics part of the exam consists of all multiple-choice items.



Reporting the 2001–02 CAHSEE Results

Questions and Answers for Parents/Guardians

How was it determined that the content of mathematics through algebra I be tested?

The mathematics standards at grades 8 through 12 are organized by discipline rather than by grade level. Many schools and districts are just beginning to implement the standards. It was recommended, therefore, that the first administrations of the CAHSEE address mathematics through algebra I. More advanced algebra and geometry may be covered in future years.

How and when do parents/guardians receive their CAHSEE results?

School districts should receive the Student and Parent Reports about 10 weeks after the exam is administered. After school districts receive the Student and Parent Reports for the CAHSEE, they should be distributed to parents/guardians as soon as possible. This notification process occurs after each test administration. Group results for each high school, district, county, and the state are scheduled to be posted annually on the Internet in mid-September.

How are the individual student results reported?

The Student and Parent Report provides two types of information about a student's performance for both parts of the exam. One side of the report shows a student's scale score, the scale score required to pass, and whether or not a student passed the English-language arts and mathematics parts. The other side of the report shows the number of questions and the number and percent of questions answered correctly for each major strand of the content standards in English-language arts and mathematics tested with multiple-choice questions. Each written essay is reported with a score of 1 to 4, with 4 being the highest score students could achieve.

What is a scale score?

A scale score for the CAHSEE ranges from approximately 250 to 450. This type of score is used for reporting the CAHSEE results to provide a more precise measurement of a student's achievement and to assure that tests given at different times are comparable. A scale score of 350 is necessary to pass each part of the CAHSEE.

Who sees the CAHSEE results for individual students?

Only authorized school personnel, students, and parents/guardians see individual results. A copy is kept in the student's file with other confidential data.

What happens if students don't pass the CAHSEE?

Students who do not pass one or both parts of the CAHSEE in grade 10 must be given the opportunity to retake the test three times in grade 11, three times in grade 12, and once after grade 12. Students retake only that part of the exam not passed.

Districts and/or schools are to provide additional instruction to assist students who do not pass the exam. Summer school programs, including summer school for seniors who do not pass the exam, also are to be provided.

How can parents/guardians get their questions answered about the CAHSEE and/or their student's results?

Parents/guardians should begin with their student's teachers. Information also is available through the school principal or counselor. Schools and/or districts can be contacted to see if parent/guardian meetings to discuss the CAHSEE are planned.

Additional information about the CAHSEE is posted on the California Department of Education website at <http://www.cde.ca.gov/statetests/cahsee/> (Internet).



Accommodations and Modifications

Facts about the California High School Exit Examination (CAHSEE)...

Seniors in the class of 2004 will be the first California public school students who must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the new graduation requirement, authorized by Education Code sections 60850-60859, is to:

- improve student achievement in high school
- ensure that graduates can demonstrate competency in the state content standards for reading, writing, and mathematics.

There are two parts to the CAHSEE: (1) English-language arts and (2) Mathematics. **All students must pass both parts of the exam to receive a diploma, beginning in the 2003–04 school year. Currently, there are no exceptions to this requirement.**

A number of questions about the use of accommodations or modifications for taking the CAHSEE have been asked by parents/guardians of students with an Individualized Education Program (IEP) or section 504 Plan. The information that follows has been compiled to clarify the most commonly asked questions and provide the same information for all parents.

Must students with disabilities be allowed to take the CAHSEE with accommodations and/or modifications?

Students with disabilities must be allowed to take the CAHSEE with any accommodations or modifications specified for testing in their Individual Education Plan (IEP) or section 504 Plan. Although there is an important difference between an accommodation and a modification, the key factor is that students with disabilities must be allowed to take the CAHSEE in the manner specified by their current IEP or section 504 Plan.

What is an accommodation?

An accommodation is a change in the testing environment or process that **does not alter what is intended to be tested** by the CAHSEE. The math part of the exam is intended to test calculation skills, and the English-language arts part of the exam is intended to test decoding and reading comprehension, writing skills, and the use of English language conventions (e.g., spelling, punctuation, capitalization). The table on page 10 lists accommodations that must be allowed for the CAHSEE.

What happens if students use an accommodation to take the CAHSEE?

Any student whose IEP or section 504 Plan specifies accommodations for any testing purpose must be allowed to use them for the CAHSEE. Students who use an accommodation and earn a passing score have passed the CAHSEE.

Can students have extra time to complete the test?

Please note that, while all students may have extra time to complete the CAHSEE, students only may have time beyond the regular school day to complete the exam if their IEP or section 504 Plan specifies the need.

What is a modification?

Unlike an accommodation, a modification is a change in the testing environment or process that **alters what is intended to be tested** by the CAHSEE. Modifications that must be allowed are listed in the table on page 11.

All students must pass the CAHSEE to receive a diploma beginning in the 2003–04 school year.

**What happens if students use a modification to take the CAHSEE?**

Any student, whose IEP or section 504 Plan specifies modifications for any instructional or testing purpose, **must be allowed** to use them to take the CAHSEE. Students who use a modification and earn a score equivalent to passing (a score of 350 or higher) are eligible for a diploma if a waiver of the requirement to pass one or both parts of the CAHSEE is granted by the State Board of Education.

What is the process to obtain a waiver from the State Board?

The local district must submit a waiver request to the State Board on behalf of each student who receives the equivalent to a passing score of 350 or higher on the CAHSEE with a modification. That request should be to waive the requirement that the student must pass the part(s) of the CAHSEE for which a modification was used. For example, the waiver request should be specific to the math part of the test if a modification was used only for math.

Are all students who receive a waiver by the State Board automatically eligible to receive a high school diploma?

No. Each district determines if students, who receive a waiver from the State Board, also have met local graduation requirements for a high school diploma. Parents and students should be aware of all of the requirements for graduation.

How can parents/guardians ensure that their students are provided with accommodations and/or modifications, as specified in their IEP or section 504 Plans, to take the CAHSEE?

Parents/guardians should make sure they attend meetings to review their student's IEP or section 504 Plan, scheduled by the school. At these meetings, discuss the accommodation(s) and modification(s) included in the IEP or section 504 Plan and their use for the CAHSEE. Prior to the annual CAHSEE testing dates, check with the student's teacher or the person who is responsible for monitoring and implementing the IEP and/or section 504 Plan to ensure that provisions have been made to have the identified accommodations or modifications available.

For More Information...

Parents with questions about the CAHSEE, testing policies, and/or the reporting process should:

- contact their student's teacher or school office during regular business hours
- check the California Department of Education (CDE) CAHSEE website at <http://www.cde.ca.gov/statetests/cahsee/>

The California High School Exit Exam: Waiver of Test Passage for Specific Special Education Students can be found on the CDE CAHSEE website through the "Accommodations" link. The CAHSEE regulations can be found through the "Administrative Documents" link.



Accommodations and Modifications for the CAHSEE

Students shall be permitted to take the California High School Exit Examination (CAHSEE) with accommodations or modifications for testing provided in their Individual Education Program (IEP) or section 504 Plan.

Accommodations

California has defined an accommodation as any variation in assessment environment or process that does not fundamentally alter what the test measures. The following table lists the accommodations approved under the CAHSEE regulations (Title 5 California Code of Regulation Section 1217). This is not a list of all the accommodations that are possible.

Please note that, while all students may have extra time to complete the CAHSEE, students may only have time beyond the regular school day to complete the exam if their IEP/section 504 Plan specifies the need for such extra time.

Chart A – Accommodations

Presentation Accommodations

- Large print versions provided by the test publisher
- Test items enlarged through mechanical or electronic means
- Braille transcriptions provided by the test publisher
- Markers, masks, or other means to maintain visual attention to the test or test items
- Audio or oral presentation on the math part of the test provided by the test publisher

Response Accommodations for Multiple-Choice Items

- Verbal, written, or signed responses; responses made with mechanical or electronic assistance, as long as the mechanical or electronic device is used solely to record the pupil's or adult student's response.
- If a person is required to transcribe the pupil's or adult student's responses to the format required by the examination, the transcriber shall be an employee of the school district who has signed the Test Security Affidavit.
- Assistive devices and technologies that are regularly used during testing provided that no technology or assistive device may be used that fundamentally alters what the test measures.

Setting Accommodation

- Special or adaptive furniture; special lighting or acoustics; an individual carrel or study enclosure; a separate room provided that the pupil or adult student is directly supervised by school personnel who have signed the Test Security Affidavit.

Timing/Scheduling Accommodations

- More frequent breaks during the regularly scheduled test session; multiple sessions provided that a pupil or adult student does not have access to test items that will be presented in a future session or sessions.



Modifications

California has defined a modification as a variation in the assessment environment or process that fundamentally alters what the test measures. The two modifications specifically listed in the current CAHSEE regulations include:

- (1) the use of a calculator on the math part, and
- (2) the use of an audio or oral presentation of the English-language arts part.

Other modifications, which have been identified through the CDE's Request for Accommodations review process, include responding to writing items with the use of a transcriber, mechanical or electronic transcribing devices, and/or spell check devices/software.

Chart B — Modifications

- (1) Calculators on the math part of the test.
- (2) Audio or oral presentation of the English-language arts part of the test provided by the test publisher.
- (3) For responding to writing items, the use of a transcriber, mechanical or electronic transcribing devices, and spell check devices/software.



Section II

**Sample Cover Letter for High School Principals to
Send with Student and Parent Reports**

Sample Student and Parent Report

Front of Report

Sample One

Sample Two

Sample Three

Back of Report (for all samples)



Sample Cover Letter for High School Principals to Send with Student and Parent Reports

To be used for March and May 2002 administrations

Dear Parents/Guardians:

Your student, along with other tenth graders at our school, participated in the second administration of the California High School Exit Examination (CAHSEE) in spring 2002. As part of the class of 2004, all students in grade 10 this year must pass this state test to receive a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school. It also is to help ensure that students who graduate from high school can demonstrate competency in the content standards for English-language arts and mathematics, adopted by the State Board of Education.

Students, who did not take the CAHSEE as ninth graders in spring 2001 or who did not pass one or both parts of the exam, were required to take it as tenth graders this year. Freshmen did not take the CAHSEE in 2001–02.

Students who now have passed both parts of the CAHSEE are to be commended for their outstanding effort. For those students who have not yet passed both parts of the exam, please be assured that there will be several other opportunities in the next two years to do so. Our school will provide three testing opportunities in grade 11 and three testing opportunities in grade 12 for this year's tenth graders who still need to complete the CAHSEE requirement. One additional opportunity will be provided after twelfth grade in 2004. Students who pass one part of the exam only retake the part not passed. We also will be providing additional instruction to help students who need assistance.

Parents/guardians and students are reminded that, in addition to passing the CAHSEE, district requirements must be completed by students in order to graduate. Students planning to attend a college or university will have a number of additional requirements to complete.

More information about next year's testing dates and plans for providing additional assistance for individual students will be included in our back-to-school packet. If you have any questions about the CAHSEE or the 2001–02 results for your student, please contact the school office. Our entire staff will be working closely with parents/guardians and students to successfully implement this important new testing program.

Note: *Principals who have planned parent/student information meetings to explain the 2001–02 CAHSEE results and have plans in place to help students should add the meeting schedule to the bottom of this letter.*



Explanatory Notes for Sample Student and Parent Reports

Sample One

Scores on the left side of the sample report show that the student passed the mathematics part of the test but did not pass the English-language arts part of the test. This means that the student only needs to retake the English-language arts part in grade 11.

Sample Two

Scores at the left side of the sample report show that the student did “not attempt” to take the mathematics part of the test but took the English-language arts part and did not pass it. Reasons for the “not attempted” posting for mathematics could be as follows:

- absence due to illness*
- filled in fewer than five bubbles
- took the CAHSEE in spring 2001 and passed the mathematics part. When this is the case, the cover letter of CAHSEE Student and Parent Report should refer to this accomplishment. The district/school should review their reports to interpret “not attempted” correctly.

** If the “not attempted” was posted for English-language arts, it could mean that the student missed one of two testing days for English-language arts.*

Sample Three

The “Not Valid” at the left side of the sample report shows that the student took the mathematics part of the CAHSEE using modifications as specified in his or her IEP or section 504 Plan. If the student received a score of 350 or higher on this part, he or she may be eligible for a waiver of the CAHSEE requirement. In this case, principals may want to include the “Accommodations and Modifications” factsheet (pages 8–11 in this packet) with the cover letter and Student and Parent Report. The English-language arts score of this sample report shows that the student took the English-language arts part without modifications and passed.



Student and Parent Report (Front of Report – Sample One)

	Your Score	Score Required to Pass
Mathematics	390	350
English-Language Arts	332	350

STUDENT NAME:
DATE OF BIRTH:
STUDENT ID:
GRADE: **10**
SCHOOL: **Example High School**
DISTRICT: **Example School District**
COUNTY: **Example County**
TEST DATES: English-Language Arts **03/05/02**
Mathematics **03/07/02**

MATHEMATICS

Your Total Mathematics Score: **390 - PASSED**

STRANDS FOR MATHEMATICS

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	12	8	67%
Number Sense	19	14	74%
Algebra & Functions	19	17	89%
Measurement & Geometry	18	14	78%
Algebra 1	12	9	75%

ENGLISH-LANGUAGE ARTS

Your Total English-Language Arts Score: **332 - NOT PASSED**

STRANDS FOR ENGLISH-LANGUAGE ARTS

	Number of Questions	Number Correct	Percent Correct
READING			
Word Analysis	10	5	50%
Reading Comprehension	24	10	42%
Literary Responses & Analysis	24	10	42%
WRITING			
Writing Strategies	11	6	55%
Writing Conventions	13	6	46%

	Maximum Score	Your Score
WRITING APPLICATIONS*		
Essay 1	4.0	3.0
Essay 2	4.0	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Applications score counts as 30% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee/>



Student and Parent Report (Front of Report – Sample Two)

<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 70%;"></th><th style="width: 15%; text-align: center;">Your Score</th><th style="width: 15%; text-align: center;">Score Required to Pass</th></tr></thead><tbody><tr><td style="text-align: center;">Mathematics</td><td></td><td></td></tr><tr><td style="text-align: center;">English-Language Arts</td><td style="text-align: center;">327</td><td style="text-align: center;">350</td></tr></tbody></table>		Your Score	Score Required to Pass	Mathematics			English-Language Arts	327	350	<p>STUDENT NAME: DATE OF BIRTH: STUDENT ID: GRADE: 10 SCHOOL: Midview High School DISTRICT: Midview Unified COUNTY: Midview County TEST DATES: English-Language Arts 03/05/02 Mathematics 03/07/02</p>																																
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<p>ENGLISH-LANGUAGE ARTS</p> <p>Your Total English-Language Arts Score: 327–NOT PASSED</p>	<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 60%;">STRANDS FOR ENGLISH-LANGUAGE ARTS</th><th style="width: 15%;">Number of Questions</th><th style="width: 15%;">Number Correct</th><th style="width: 10%;">Percent Correct</th></tr></thead><tbody><tr><td>READING</td><td></td><td></td><td></td></tr><tr><td>Word Analysis</td><td style="text-align: center;">10</td><td style="text-align: center;">4</td><td style="text-align: center;">40%</td></tr><tr><td>Reading Comprehension</td><td style="text-align: center;">24</td><td style="text-align: center;">8</td><td style="text-align: center;">33%</td></tr><tr><td>Literary Responses & Analysis</td><td style="text-align: center;">24</td><td style="text-align: center;">10</td><td style="text-align: center;">46%</td></tr><tr><td>WRITING</td><td></td><td></td><td></td></tr><tr><td>Writing Strategies</td><td style="text-align: center;">11</td><td style="text-align: center;">4</td><td style="text-align: center;">36%</td></tr><tr><td>Writing Conventions</td><td style="text-align: center;">13</td><td style="text-align: center;">4</td><td style="text-align: center;">31%</td></tr></tbody></table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"><thead><tr><th style="width: 60%;">WRITING APPLICATIONS*</th><th style="width: 20%;">Maximum Score</th><th style="width: 20%;">Your Score</th></tr></thead><tbody><tr><td>Essay 1</td><td style="text-align: center;">4.0</td><td style="text-align: center;">1.0</td></tr><tr><td>Essay 2</td><td style="text-align: center;">4.0</td><td style="text-align: center;">4.0</td></tr></tbody></table>	STRANDS FOR ENGLISH-LANGUAGE ARTS	Number of Questions	Number Correct	Percent Correct	READING				Word Analysis	10	4	40%	Reading Comprehension	24	8	33%	Literary Responses & Analysis	24	10	46%	WRITING				Writing Strategies	11	4	36%	Writing Conventions	13	4	31%	WRITING APPLICATIONS*	Maximum Score	Your Score	Essay 1	4.0	1.0	Essay 2	4.0	4.0
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Essay 1	4.0	1.0																																								
Essay 2	4.0	4.0																																								
<p>* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Applications score counts as 30% of your total English-Language Arts score.</p> <p>A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.</p> <p>You may obtain copies of selected test questions at your school site or at the following Web site: http://www.cde.ca.gov/statetests/cahsee/</p>																																										



Student and Parent Report (Front of Report – Sample Three)

	Your Score	Score Required to Pass
Mathematics	373	350
English-Language Arts	426	350

STUDENT NAME:
DATE OF BIRTH:
STUDENT ID:
GRADE: **12**
SCHOOL: **Midview High School**
DISTRICT: **Midview Unified**
COUNTY: **Midview County**
TEST DATES: English-Language Arts **03/05/02**
Mathematics **03/07/02**

MATHEMATICS

Your Total Mathematics Score: **373 - NOT VALID**

Not valid: Your student took this test using modifications as specified in his or her IEP or 504 plan. See "Important Information About the Scores" on the back of this report.

STRANDS FOR MATHEMATICS

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	13	7	54%
Number Sense	17	9	53%
Algebra & Functions	20	15	75%
Measurement & Geometry	18	12	67%
Algebra 1	12	12	100%

ENGLISH-LANGUAGE ARTS

Your Total English-Language Arts Score: **426—PASSED**

STRANDS FOR ENGLISH-LANGUAGE ARTS

	Number of Questions	Number Correct	Percent Correct
READING			
Word Analysis	10	10	100%
Reading Comprehension	24	24	100%
Literary Responses & Analysis	24	24	100%
WRITING			
Writing Strategies	11	11	100%
Writing Conventions	13	13	100%

WRITING APPLICATIONS*

	Maximum Score	Your Score
Essay 1	4.0	2.0
Essay 2	4.0	3.0

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Applications score counts as 30% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee/>



Student and Parent Report (Back of Report for All Samples)

General Information

The top part of this report includes your student's scale scores and general information about your student.

The upper left section of this report contains your student's total test score for mathematics and English-language arts. Your student's test score for each subject is reported as a scale score, which ranges from approximately 250-450. A scale score of 350 is necessary to pass each subject.

The upper right section of this report contains your student's name, date of birth, student identification number (if provided by your school), school name, testing dates, and other general information.

Important Information About the Scores

Your student will need to receive a passing score of at least 350 on each subject to receive a high school diploma. If your student took one or both portions of the test with modifications as specified in his or her IEP or 504 plan, then one or both of your student's scores was marked "not valid." Taking the test with modifications changes what is being tested. If the score marked "not valid" was 350 or higher, your student may be eligible for a waiver of the CAHSEE requirement. Please see your school administrator for information regarding the waiver procedures.

If your student did not receive a score of at least 350, then he or she is entitled to remediation. Students will continue to have many opportunities, beginning in spring 2002, to pass this test. Keep in mind that all other graduation requirements still must be met to graduate. Please retain this report for your records.

California Content Standards

All questions on this examination address *California Content Standards for Mathematics and English-Language Arts*. Adopted by the State Board of Education, these standards describe what students should know and be able to do in these subject areas.

Mathematics

The Mathematics section of the report describes how well your student performed on the mathematics portion of the test. "Your Total Mathematics Score" shows your student's mathematics scale score and whether your student passed the mathematics test.

Information also is provided for each of the five major areas (strands) tested: Probability and Statistics, Number Sense, Algebra and Functions, Measurement and Geometry, and Algebra 1. This report shows the number of questions for each strand, as well as the number and percent of questions your student answered correctly.

English-Language Arts

The English-language arts section of the report describes how well your student performed on the English-language arts portion of the test. "Your Total English-Language Arts Score" shows your student's English-language arts scale score and whether your student passed the English-language arts test.

Information is also provided for each of the six major areas (strands) tested: Word Analysis, Reading Comprehension, Literary Response & Analysis, Writing Strategies, Writing Conventions (spelling, grammar, and punctuation), and Writing Applications. For the first five strands, the report shows the number of questions for each strand, as well as the number and percent of questions your student answered correctly.

The scores for the sixth strand, Writing Applications, show how well your student wrote two essays. One essay was written in response to a reading passage, and one essay was written in response to an assigned task. Each essay is scored on a four-point scale, with 1 being the lowest score a student can receive and 4 being the highest. Students also can receive a "non-scorable" (NS) score if they do not write enough to score, write off the topic, write illegibly, or write in a language other than English. Each essay is read at least twice by professionally trained scorers.

Final Note

Your student's scores are based on the results of one test. As with any test score, your student's CAHSEE score includes some uncertainty which can be quantified by calculating a statistic called the standard error of measurement. Information about the standard error of measurement for the CAHSEE Mathematics and English Language Arts tests may be found at <http://www.ets.org/cahsee/library.html>.

Many factors must be considered when looking at your student's academic achievement, including other test scores, grades, student's work, and teacher evaluations. You should contact your student's school for more information about your student's current academic performance, and ways you can help him or her succeed.

You may obtain copies of selected test questions and additional information about the California High School Exit Examination at your school site or on the California Department of Education Web site at: <http://www.cde.ca.gov/statetests/cahsee/>

California Department of Education
Standards and Assessment Division
P.O. Box 944272
Sacramento, CA 94244-2720
Phone: (916) 657-3011



Section III

Presentation Transparency Masters

California High School Exit Examination



**Reporting
2001–02 Results**

May 2002





California High School Exit Examination

- ◆ Authorized in Education Code sections 60850 and 60851
- ◆ Purpose:
 - To ensure that pupils who graduate from high school have demonstrated grade level competency in reading, writing, and mathematics consistent with state content standards



CAHSEE 2001–02

The CAHSEE has two parts:

- ◆ English-language arts
 - reading
 - writing
- ◆ Mathematics
 - number sense
 - measurement and geometry
 - algebra and functions
 - statistics, data analysis, and probability
 - algebra I
 - mathematical reasoning



CAHSEE 2001–02

English-language arts part of the test covered:

- ◆ State content standards through grade 10
- ◆ In reading—
 - vocabulary, informational reading (50%), and literary reading (50%)
- ◆ In writing—
 - writing strategies, applications, and conventions (spelling, punctuation, and grammar)
 - writing applications



CAHSEE 2001–02

Mathematics part of the test covered:

- ◆ State content standards through algebra I —
 - statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra and functions
 - a strong foundation in arithmetic, including decimals, fractions, and percents



CAHSEE 2001–02

Who took the Test?

- ◆ Tenth graders took the exam if they:
 - did not take the CAHSEE in 2001
 - took the exam in 2001 but did not pass one or both parts



CAHSEE 2001–02

Students with Individualized Education Programs (IEPs) or section 504 Plans:

- ◆ Took the examination
- ◆ Were to have received appropriate accommodations or modifications provided for testing in their IEPs or section 504 Plans



CAHSEE 2001–02

An accommodation:

- ◆ Any variation in assessment environment or process that does not fundamentally alter what the test measures.



CAHSEE 2001–02

Accommodations that do not fundamentally alter what the test measures include, but may not be limited to four areas:

- ◆ Presentation
- ◆ Response
- ◆ Timing/Scheduling
- ◆ Setting



CAHSEE 2001–02

Presentation Accommodations:

- ◆ Large print versions
- ◆ Test items enlarged through mechanical or electronic means
- ◆ Braille transcripts provided by the test publisher
- ◆ Markers, masks, or other means to maintain visual attention to the test or test items
- ◆ Audio or oral presentation on the math part of the test



CAHSEE 2001–02

Response Accommodations:

- ◆ Verbal, written, or signed responses
- ◆ Responses made with mechanical or electronic assistance, as long as the mechanical or electronic device is used solely to record the pupil's or adult student's response.
- ◆ Assistive devices and technologies that are regularly used during testing provided that no technology or assistive device may be used that fundamentally alters what the test measures.



CAHSEE 2001–02

Timing/Scheduling Accommodations:

- ◆ **More frequent breaks during the regular test sessions; multiple sessions provided that a pupil or adult student does not have access to test items that will be presented in a future session or sessions.**



CAHSEE 2001–02

Setting Accommodations:

- ◆ **Special or adaptive furniture**
- ◆ **Special lighting or acoustics**
- ◆ **An individual carrel or study enclosure**
- ◆ **A separate room provided that the pupil or adult student is directly supervised by school personnel who have signed the Test Security Affidavit**



CAHSEE 2001–02

A modification:

- ◆ A variation in assessment environment or process that fundamentally alters what the test measures.



CAHSEE 2001–02

- ◆ The following modifications have been determined to fundamentally alter what the test measures:
 - (1) Calculators on the math part of the test.
 - (2) Audio or oral presentation of the English-language arts part of the test.
 - (3) For responding to writing items, the use of a transcriber, mechanical or electronic transcribing devices, and spell check devices/software.



CAHSEE 2001–02

For students using modifications:

- ◆ A passing score does not automatically satisfy the CAHSEE requirement
- ◆ Districts must submit a waiver request to the State Board on behalf of students who receive the equivalent to a passing score (350 or higher)



CAHSEE 2001–02

- ◆ English Learners took the test
- ◆ Districts may defer the requirement to PASS the CAHSEE for English Learners:
 - if students do not have sufficient English skills to pass the test
 - up to 24 calendar months of enrollment in California public schools
- ◆ Students must complete 6 months of English instruction during that time



CAHSEE 2001–02

How/when parents receive student results:

- ◆ School districts should receive the Student and Parent Reports about 10 weeks after the exam is administered
- ◆ Individual results to be sent to parents/guardians as soon as possible after district receives them
- ◆ Group results for each school, district, county, and the state to be posted annually on the Internet in mid-September



CAHSEE 2001–02

Student and Parent Report

- ◆ Scores for each part of the test reported as a scale score
- ◆ Scale score ranges from 250–450 on the CAHSEE
- ◆ Students need a scale score of 350 to pass each part
- ◆ A scale score provides a more precise measurement of a student's achievement and ensures that tests can be compared from year to year



CAHSEE 2001–02

Student and Parent Report

Sample One

	Your Score	Score Required to Pass
Mathematics	390	350
English-Language Arts	332	350

STUDENT NAME:
DATE OF BIRTH:
STUDENT ID:
GRADE: **10**
SCHOOL: **Example High School**
DISTRICT: **Example School District**
COUNTY: **Example County**
TEST DATES: English-Language Arts **03/05/02**
Mathematics **03/07/02**

MATHEMATICS

Your Total Mathematics Score: **390 - PASSED**

STRANDS FOR MATHEMATICS

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	12	8	67%
Number Sense	19	14	74%
Algebra & Functions	19	17	89%
Measurement & Geometry	18	14	78%
Algebra	12	9	75%

ENGLISH-LANGUAGE ARTS

Your Total English-Language Arts Score: **332 - NOT PASSED**

STRANDS FOR ENGLISH-LANGUAGE ARTS

	Number of Questions	Number Correct	Percent Correct
READING			
Word Analysis	10	5	50%
Reading Comprehension	24	10	42%
Literary Responses & Analysis	24	10	42%
WRITING			
Writing Strategies	11	6	55%
Writing Conventions	13	6	46%

	Maximum Score	Your Score
WRITING APPLICATIONS*		
Essay 1	4.0	3.0
Essay 2	4.0	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Applications score counts as 30% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee/>



CAHSEE 2001–02

Student and Parent Report

Sample One

- ◆ The scaled score a student received on each part of the test
- ◆ The scaled score a student must reach or exceed to pass each part of the test
- ◆ Essay scores are combined with the number of correct multiple-choice answers for the English-language arts score

	Your Score	Score Required to Pass
Mathematics	390	350
English-Language Arts	332	350



CAHSEE 2001–02

Student and Parent Report

Sample One

- ◆ Shows that the student passed the mathematics part of the test
- ◆ Shows that the student did not pass the English-language arts part of the test

Student will only have to retake the English-language arts part of the test

MATHEMATICS

Your Total Mathematics Score:

390 - PASSED

ENGLISH-LANGUAGE ARTS

Your Total English-Language Arts Score:

332 - NOT PASSED



CAHSEE 2001–02

Student and Parent Report

Sample Two

- ◆ Shows that the Student did “not attempt” to take the mathematics part of the test. Reasons for the “not attempted” posting could be as follows:
 - absence to illness
 - filled in fewer than five bubbles
 - passed this part previously

MATHEMATICS

Your Total Mathematics Score:

NOT ATTEMPTED



CAHSEE 2001–02

Student and Parent Report

Sample Three

- ◆ “Not Valid” shows that the Student took the mathematics part of the CAHSEE using modifications as specified in his or her IEP or section 504 Plan

MATHEMATICS

Your Total Mathematics Score:

373 - NOT VALID



CAHSEE 2001–02

Student and Parent Report

Sample One

- ◆ The number of questions students were asked for each major strand of the state content standards tested
- ◆ The number of questions a student answered correctly
- ◆ The percent of questions answered correctly

STRANDS FOR MATHEMATICS	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	12	8	67%
Number Sense	19	14	74%
Algebra & Functions	19	17	89%
Measurement & Geometry	18	14	78%
Algebra 1	12	9	75%



CAHSEE 2001–02

Student and Parent Report

Sample One

- ◆ The number of questions students were asked for each major strand of the state content standard tested, except for writing applications
- ◆ The number of questions a student answered correctly
- ◆ The percent of questions answered correctly

STRANDS FOR ENGLISH-LANGUAGE ARTS	Number of Questions	Number Correct	Percent Correct
READING			
Word Analysis	10	5	50%
Reading Comprehension	24	10	42%
Literary Responses & Analysis	24	10	42%
WRITING			
Writing Strategies	11	6	55%
Writing Conventions	13	6	46%



CAHSEE 2001–02

Student and Parent Report

Sample One

- ◆ Scores for two writing tasks that addressed the Writing Applications strand of the state content standards
 - ◆ The maximum score a student could receive on each essay (score could range from 1 to 4)
 - ◆ Student score on each essay

WRITING APPLICATIONS*	Maximum Score	Your Score
Essay 1	4.0	3.0
Essay 2	4.0	2.5



CAHSEE 2001–02

Students who did not pass the CAHSEE in 2001–02:

- ◆ Will have three opportunities to take the CAHSEE in both the 11th and 12th grades and one time after the 12th grade.
- ◆ Will be required to retake only that part not passed (English-language arts or math)
- ◆ Will be provided additional instruction by the school/district



Information on the Internet

**Information about the
CAHSEE is posted on the
California Department of
Education web site at
[http://www.cde.ca.gov/
statetests/cahsee/](http://www.cde.ca.gov/statetests/cahsee/)**